

### Documentation of Responsiveness to Instruction Implementation Plan Guidance (9/17/07)

In order to comply with Vermont Department of Education Special Education Regulation 2362.1(b)(1)(iii), the local educational agency (LEA) must submit documentation of intent to implement a problem solving, responsiveness to instruction model prior to the identification of students under the disability category of Specific Learning Disabilities (2362.1). Documentation must be submitted to Karin Edwards, Director of Student Support to the Vermont Department of Education at 120 State Street, Montpelier, VT, 05620-2501 or e-mail to [karin.edwards@state.vt.us](mailto:karin.edwards@state.vt.us). This document has been provided to guide you through the key elements of RtI in your submission.

Components for RtI Implementation	Example of Implementation Evidence/Plan May Include:
Core curriculum addresses the research-based components of the curriculum	<ul style="list-style-type: none"> <li>• School uses research-based core curriculum</li> <li>• Documentation that core instruction addresses the essential research based components of that curriculum</li> </ul>
Universal screening of all students for risk factors associated with academic failure and possible learning disabilities (e.g., phonological awareness, fluency)	<ul style="list-style-type: none"> <li>• Identify specific skills that are screened at specific grade levels</li> <li>• Identify screening instruments</li> <li>• Identify screening schedule and persons conducting screening</li> <li>• Identify training procedures provided to persons conducting the screening</li> </ul>
Supplemental services are provided in increasing tiers of instructional intensity	<ul style="list-style-type: none"> <li>• Provide a description of your LEAs model of increasing levels of instructional support</li> <li>• Identify instruction/service providers at various levels</li> <li>• Document procedures for insuring a scientific research base for supplemental instruction</li> </ul>
Procedures are in place for insuring the fidelity and integrity of the provision of the core curriculum components and supplemental instruction	<ul style="list-style-type: none"> <li>• Describe procedures for insuring fidelity and integrity for provision of core curriculum components</li> <li>• Describe procedures for insuring fidelity and integrity for the provision of supplemental services</li> </ul>
Documentation of frequent progress monitoring of the student's response to supplemental support is provided	<ul style="list-style-type: none"> <li>• Provide schedule for progress monitoring within supplemental instruction</li> </ul>
Evidence that progress monitoring data is used to inform instructional decision-making	<ul style="list-style-type: none"> <li>• Provide examples of data based decision make rules adopted by the EST</li> <li>• Describe data management and information sharing procedures utilized to inform instructional decisions</li> </ul>
The EST that is comprised of relevant professionals, utilizes an effective problem solving model, and engages in data-based decision making.	<ul style="list-style-type: none"> <li>• Identify the composition of your EST</li> <li>• Describe the EST's decision-making/problem solving model</li> </ul>